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Представлен урок английского языка в 10 классе с лингвистической направленностью по курсу «Литература Англии». **Тема урока: «Творчество Р. Киплинга**».

**Цель урока**:

-Развитие иноязычной коммуникативной компетенции.

- Активизация речевых умений учащихся в диалогической и монологической форме на основе презентации творческих проектов по теме “The Jungle Book”, “Just So Stories”, “R. Kipling’s poetry”.

- Развитие умений и навыков учащихся аргументировано выражать свое отношение к проблеме.

**- Речевая компетенция**-совершенствование коммуникативных умений в четырех основных видах речевой деятельности.

- **Языковая компетенция**-систематизация ранее изученного материала; увеличение объема используемых лексических единиц.

- **Социокультурная компетенция** - увеличение объема знаний о творчестве английского писателя Р. Киплинга, формирование умения выделять общее и специфическое в культуре родной страны и Англии.

- **Компенсаторная компетенция** – дальнейшее развитие умений выходить из положения в условиях дефицита языковых средств в процессе общения.

- **Учебно-познавательная компетенция** – развитие умений ориентироваться в информационном пространстве при разработке проекта; формирование исследовательских умений учащихся, способствующих развитию творческих способностей и логического мышления, обучение учащихся публично выступать.

**- Воспитание** гражданской ответственности за свое поведение и поступки, формирование у учащихся нравственных ценностей человека.

**Средства обучения**: компьютер, мультимедийное устройство, презентации, тексты по книге “The Jungle Book”, “The Cat That Walked By Himself ”, the poem “If”, DVD фильм “The Cat That Walked By Himself”, фишки, гитара.

**Форма проведения**: урок – проект с элементами соревнования, который предусматривает разработку и защиту проектов по трем направлениям – “The Jungle Book”, “”Just So Stories”, “R.Kipling’s poetry”.По форме проекты - творческие, исследовательские, по предметной области – литературные.

Учебная работа ведется в разнообразных режимах активной речевой деятельности: T-P1, P2, P3 (фронтальная беседа), T-P1-P2-P3 (управляемый диалог), P=P (диалог), Р (монолог), Group-Group, проводится поощрение.

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**Учебное пособие**: Н. Н. Чесова “Teachers and students’ guide to the British literature”(М., Айрис Пресс, 2005), CD-ROM English and American Literature, произведения Р. Киплинга.

**Структура урока**

**I. Начало урока. 3 минуты.**

1. Приветствие.
2. Warm up.
3. Сообщение цели и темы.

**II. Brainstorm - контроль знаний учащихся по теме. 5 минут**

**III. Презентация проекта на тему “The Jungle Book”.10 минут.**

1Постановка проблемы перед презентацией проекта.

2.Презентация проекта: выступление учащихся, просмотр слайдов по книге “Jungle Book”.

3.Обсуждение проблемы.

4. Контроль усвоенного материала по проекту - вопросы в режиме Group-Group.

5.Рефлексия проекта учащимися

**IV. Презентация проекта “R. Ripling’s poetry”.10 минут.**

1.Постановка проблемного вопроса - Why?

2.Презентация проекта: выступление учащихся, исполнение песни на слова Р. Киплинга, чтение отрывка из стихотворения “If”.

3.Обсуждение поставленного вопроса.

4. Прочитайте и докажите -“You’ll be a Man”.

5. Сравнение проблемы с русской литературой.

6. Рефлексия проекта.

**V. Презентация проекта “Just So Stories”. 10 минут.**

1.Постановка проблемы

2.Презентация проекта: выступление учащихся, драматизация беседы писателя с журналистом, просмотр эпизода из мультфильма “The Cat That Walked By Himself”.

3. Обсуждение поставленной проблемы

4.Конроль понимания просмотренного эпизода

5. Выскажите свое мнение и сравните с современностью

6. Рефлексия проекта.

**VI. Анализ поставленной в начале урока проблемы. 5 минуты.**

**VI. Подведение итогов, домашнее задание, оценки. 2 минуты.**

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**I.The beginning of the lesson.**

**1).Greeting.**

**Teacher: Good** morning, Dear friends! I’m glad to see you!

**2).Warm up**: How are you? How are your parents? How is your friend? You look fine today!

3).Teacher: Famous Somerset Maugham wrote about the writer: “**He not only created characters, he created men...-** was the first to blaze the trail through new found country, and...no one has made it more exciting, no one has presented it so vividly and such a wealth of colour. He had, like every writer, his short comings, but he remains notwithstanding the best short story writer that England can boast of.” Who is he?

Pupil: Rudyard Kipling.

Teacher: Pay attention to the words “He not only created characters, he created men…” So today we are going to prove these words.

We’ll have unusual lesson! You’ll present and discuss your projects. You’ll work in three groups and compete; at the end of the lesson the best group and the best project will be awarded the prize.

**II. Brainstorm is devoted to some biographical facts of R. Kipling.**

**T**he group, which answers the first, gets the score.

The communicative task for students.

Teacher: Youhave worked in groups*,* studied the material. Now we'll see what you *know* about "The life of Rudyard Kipling". Let’s start our brainstorm:

1).What was Kipling's father?

Group: His father, John Lockwood Kipling, was а professor of architectural sculpture, Curator of the Lahore museum, а painter and an illustrator of some note.

2) Why did parents give him а strange name?

Gr.: That was the паmе of Lake where his parents had met.

3) How did the family саll him?

Gr.: Little Reddy - as his family used to саll him.

4) What was the first language of R. Kipling started to speak?

Gr.: Hindi was the first language he started to speak with his servants.

5) What did Kipling never forget?

Gr.: But he never forgot that he was а white mаn and аn Englishman.

6) Why was R. Kipling taken to England?

Gr.: At six young hе was taken to England and educated at аn English College in North Devon.

7) How did R. Kipling study?

Gr.: Не was по brilliant in mathematics, but in history he ranked well, he got the gold medal of the college for а prize essay оn history.

8) What was R. Kipling respected for?

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Gr.: All his life Kipling was admired by the people he came in touch in with. Не was respected for his generosity, his sense *of humour* and his pleasant ways. He was said to be extremely modest.

9) When did R. Kipling publish his first volume?

Gr.: At 21 he published his first volume.

10) What was R. Kipling's attitude to the war?

Gr.: During the South African war (1899-1902) Kipling supported the policy of British expansion. However, he saw the dangers of imperialism; many times he took the side of the natives of India, fully aware their suffering under imperialism. At the end of his life Kipling саmе to hate war, which formerly hе had thought to be inevitable. His hatred of war is evident in such works as Mary Postdate (1915), the Gardener (1926). The tragic loss of his son John led Kipling to change from being the poet of empire, to the poet of bitterness and guilt.

11) What did R. Kipling receive in 1907?

Gr.: In 1907 he received the Nobel Prize for literature; he was the first writer, the first English man to whom the prize was awarded.

12) R. Kipling built а new house. How did he саll it?

Kipling wanted to have his own house. When he got very famous (with his stories

“Plain tales from the Plain Hill”, the novel “Naulahka”) and got enough money, а big new house was built and called Naulahka, which means "great treasure".

**III. Presenting and discussing the Project “The Jungle Book”.**

The group consists of three pupils; they have 10 minutes for speaking, 3 minutes for each pupil.

**1). Teacher**: "R. Kipling was а new master of fiction". Why? Listen to the presentation of the Project “The Jungle Book” and prove that R. Kipling was а new master of fiction".

The presentation of the project “The Jungle Book” is prepared by Group 1.

**2). Pupil 1**: We’d like to present our project “The Jungle Book”. It was done by Zhenya, Yulya and Roman. We’ve chosen this topic because we are fond of this book; it was very interesting to read the tale in English. The best and the most famous beloved of Kipling’s prose works is “The Jungle Book”. This work, written in 1894-1895in America, was intended for children. Kipling depicts the life of wild animals; he shows their character and behavior. The book is beautifully written:

EACH CHAPTER begins with a poem;

EACH CHAPTER ends with a song;

EACH CHAPTER shows their characters and behavior;

EACH CHAPTER expresses the spirit of the adventure.

The main hero is Mowgli. He is the child of an Indian wood-cutter, who got lost in the jungle. By instinct he seeks a home and creeps into a cave which is the liar of a wolf. The child is so young that the wolves do not attack him. The mother wolf lets him feed

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together with her cubs. She calls him Mowgli which means frog, because to a wolf man’s cub is as naked as a frog.

**Pupil 2:** Now I want to turn your attention to the pictures that illustrate the adventures of Mowgli, he has many adventures and they make him wise. We have seen several times the cartoons and films by this book, but what the author wanted to say. Kipling thought the most important to reach an understanding between the living beings was reason. Therefore he admires those animals that have definite rules of behavior, and despises those who have no. He characterizes Bagheera as a noble beast. The noble character is revealed in the principals he teaches through the Law of the Jungle. Now let’s read the abstract: “thou canst kill everything that thou art strong enough to kill; but for the sake of the bull that bought thee thou must never kill or eat any cattle young or old. That is the Law of the Jungle.” On the other hand, Kipling describes the monkeys as a vain, stupid, and cruel people. Read the part of the text to yourself (1).

Kipling ends the story with the poem:

Man goes to man! He is weeping in the Jungle:

He that was our Brother sorrows sore!

Man goes to Man! (Oh we loved him in the Jungle!)

To the man –Trail where we may not follow more.

**Pupil 3**: Now let’s move on to the ideas of the book. The didactic element in the book is obvious. But Kipling’s understanding of the real material world around him was so profound that this work attracted the attention of adult readers too. Kipling is a great artist and a realist. What Kipling wants to show is that in an uncivilized society the powerful animals triumph. They have the right to live; the weak animals submit to the power of those who are stronger. This is the uncompromising law of life is the law of the Jungle. He regrets, he wants to see man as a good and noble being.

In conclusion, Kipling understands the real material world around us. A man is the weakest and at the same time is the strongest animal of the world. It is his intellect that finally wins his power over the nature. Man is a very curious animal. The oldest law in the world - life is an endless struggle. So, I’d like to say that “The Jungle Book” is full of philosophical ideas which expand outlook.

Well, that concludes our talk. We’d be pleased to answer all your questions. Thank you.

Group: Have you read the tale in English?

**3). The teacher involves all the pupils in the discussion of the problem**:

а) Group 2 - R. Kipling was а new master of fiction. His stories were astonishing in their vigor, brilliant color, accurate observations and аЬоvе аll, hear remarkable inventiveness.

Group 3 - The charm of his stories lies in the exciting plots, the variety of characters, and the vigor of narration.

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**4). Pupils of Group 1 ask questions the other groups to check on the assimilation of the material of the project “The Jungle Book” and give scores for the right answer:**

- Саn уоu name the oldest law of the world?

Gr.2 R. Kipling wrote "the weak animals submit of the power of those who are stronger". Life is an endless struggle.

-R. Kipling uses the word strong very often. What does it mean?

Gr.3: He wants to see man as good and noble being. He has faith in strong man. The word strong is to him a synonym to nоblе or good.

- How does the author show the man?

Gr.2: Не is the weakest and at the same time the strongest animal in the world. Не is his inte11ect that fina11y wins his power over nature.

-Why does this book attract the attention of adult readers all over the world?

Gr.3: R. Kipling’s understanding of the real material world around him is so profound. Life is an endless struggle. He describes man as a very curious animal. He is the weakest

And at the same time the strongest animal in the world. It is his intellect that finally wins him power over nature.

**5). Pupils discuss the project:**

-It gave a clear/poor explanation;

-It offered some new/dull information;

-It had convincing arguments for/against.

**In conclusion they say: “You’ve given some new information about the book”.**

**IV. Presenting and discussing the project “Kipling’s poetry” by** **Group 2. 10 minutes.**

**1).Teacher**: "Poems won for the author а second frame. Why?" Listen to the project and try to prove.

**Pupil 1:** Our project is about R. Kipling and his poetry. It was done by Olga, Vladimir and Lera. The aim of our project is to show Kipling;s qualities as a poet. First, we’d like to tell you about the author. Kipling wrote during the period now known as the Victorian age. Conservatism, optimism and self-assurance marked the poetry of this age. His poems were on racial topics. But in his lifetime Kipling went the way from the unofficial Poet Laureat of Great Britain to one of the most famous poets in English Literary History. He could find the right words and put them at the right place.

As Kipling grew as a poet, he tried different forms of poetry becoming one of the best writers of all times. “Mandalay” and “The Ballad of the East and West” are two of his best ballads. Kipling shows his sensuous answer to life in the East. In the middle period of Kipling’s poetry he wrote “Recessional”, “The White Man’s Burden” and “If “. “Recessional” is the best one. For the strength of this poem alone T. S. Eliot called R.Kipling the greatest hymn writer. We find a lot of poetry in every tail Kipling wrote. We can see wonderful poetic descriptions of the characters.

**Pupil 2:** I’d like to sing the famous song “The Beginning of the Armadilloes” by the

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poem of R. Kipling. The boy plays the guitar and sings the song.

*I’ve пever sailed the Amazoп,*

*I’ve пever riched Brazil;*

*But the Doп aпd Magdalenaпa,*

*They сап go there when they will!*

*Yes, weekly, from Southampton*

*Great steamer, white aпd gold,*

*Go rolliпg dowп to Rio*

*(Roll down-roll down to Rio!)*

*And I'd like to go to Rio some day before I’m old!*

*I’ve пever seeп* а *Jaguar*

*Not yet ап Armadill -*

*He's dilloiпg iп his аrтour,*

*Aпd I s'pose I пever will,*

*Uпless I go to Rio*

*These woпders to behold Roll downп roll-on to Rio*

*Oh I'd love to roll to Rio*

*Soте day before I 'т old!*

**Pupil 3:** As you know R. Kipling was one of those rare writers who are equally at home in prose and in verse. It proves his poem “IF”. There can be different versions about the poem “If”.

*Опе of them tells that Kipliпg wrote «If» thiпkiпg about Dr.*

*Leaпder Starr Jamesoп, who led about 500 of his теп iп а failed raid agaiпst the Boers, iп Southerп Africa. It Ьесате kпown as the Jamesoп raid. Later it Ьесате the main factor iп briпgiпg about the Boer War of 1899 to 1902. But iп Britain the story was told differeпtly. The British defeat was showп as а victory aпd Jamesoп portrayed as а great hero.*

*Aпother опе tells that there's too much iп соттоп betweeп the роет aпd Abraham Liпcolп's words, that it might be probabIy iпspired by them.*

*But some реоplе thiпk, that Kipliпg wrote «If» thiпkiпg about his soп. The death of his son during World War I embittered and silenced him. So his poem was dedicated to his*

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*son.*

At the end of his life Kipling returned to England from America and buried himself in a little Sussex village. He wrote the poem at that time. The author of the poem admires that man who has definite rules of behaviour and he gives the rules of behaviour – “If”. He characterizes Man as a noble man. To be a real Man is rather difficult but a man should do everything possible to be a Man!

As for me I am fond of the poem because it gives us power, when you have hard times. I’d like to read of the poem “If”.

*If*

*If you can keep your head when all about you*

*Are loosing theirs and blaming it on you,*

*If you can trust yourself when all men doubt you,*

*But make allowance for their doubting too;*

*If you can wait and not be tired by waiting,*

*Or being lied about, don’t deal in lies,*

*Or being hated, don’t give way to hating,*

*And yet don’t look too good, nor talk too wise;*

*If you can dream – not make dreams your master:*

*If you can think – and not your thoughts your aim:*

*If you can meet with Triumph and Disaster*

*And treat those two imposters just the same:*

*If you can bear to hear the truth you’ve spoken*

*Twisted by knaves to make a trap for fools,*

*Or watch the things you gave your life to, broken,*

*And stoop and build ‘m up with worn- out tools;*

*If you can make one heap of all your winnings*

*And risk it on one turn of pitch-and-toss,*

*Аnd lose, and start again at your beginnings*

*And never breathe a word about your loss;*

*If you can force your heart and nerve and sinew*

*To serve your turn long after they are gone,*

*And so hold on when there is nothing in you*

*Except the Will which says to them: “Hold on!*

*If you can talk with crowds and keep your virtue,*

*Or walk with kings – nor lose the common touch,*

*If neither foes nor loving friends can hurt you,*

*If all man count with you, but non too much;*

*If you can fill the unforgiving minute*

*With sixty seconds’ worth of distance run,*

*Yours is the Earth and everything that’s in it,*

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*And – which is more –you’ll be a Man, my son!*

*Если ты не можешь терпеть Правду, которою ты сказал,*

*И скажешь её, делая для глупцов западнёю,*

*Или смотришь на вещи из жизни своей, ломая*

*И строя их заново без инструментов.*

*It is a great роет, isп't it?*

*Iп our group ту frieпd Zeпya has traпslated this роет aпd*

*You can read her traпslatioп,Certainly she is not a poet but she tries!*

*Если ты можешь сделать гору из побед своих,*

*И рискнув сломать в один оборот их.*

*Потерять и начать снова свои начинания,*

*Без проигрыша в мире иметь дыханье,*

*Если сильным сердцем, нервом и чувством*

*Служишь ты людям всё снова и снова*

*И так винишь себя, что потерял так много*

*И только лишь одно ты говоришь «Держись».*

*Если ты можешь мечтать* - *и не делаешь мечты своей явью,*

*Если ты можешь думать* - *и не делаешь мысли своей целью,*

*Если ты можешь встретиться с Триумфом и Несчастием.*

*Унять этих двух уже невозможно.*

*Ты можешь держать голову, когда всe на тебе*

*Потеряешь их* - *упрек тебе.*

*Ты можешь верить, когда все сомневаются в тебе*

*Но всё делаешь для их сомненья к себе.*

*Или начинаешь лгать, не имея с ложью дела.*

*Или начинаешь ненавидеть, не имея с ненавистью дела.*

*Но уже не выглядишь так хорошо, не говоришь так мудро.*

**3) Discussing the problem**:

Group 1 - Не could find the right words and put *them* at the right рlасе.

Group 2 - Kipling went the way *from* the unofficial Poet Laureate of Great Britain to оnе of the most famous poets in English Literature History, R. Kipling was опе of those rare writers who are equa11y at home in prose and in verse. His *most* attractive qualities as а poet are his exce11ent rhymes, the swinging rhythms and the music of his verse.

**4).Teacher: Will you listen to the extract *from* the *роет* "if “and try to explain the meaning the words:**

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If you саn fi11 the unforgiving minute

With sixty seconds’ worth of distance run,

Yours is the Earth and everything that's in it,

And - which is *more* - уоu'll Ье а Mаn, *ту* son!

**5). Pupils explain the words “уоu'11 Ье а Маn” using the words *from* the *роет* "if'**:

Group 1 - if уоu саn trust yourself when а11 *men* doubt уоu.

if you can talk with crowds and keep your virtue,

Or walk with kings – nor lose the common touch.

Group 2 - if уоu саn think - and not make thoughts your aim;

- if уоu саn make оnе heap of а11 your winning;

- If you саn force your heart - and nerve and sinew.

- Don't give way to hating never breathe а word about your loss.

**6).Teacher**: "In Russian literature М. Gorky wrote "Человек - это звучит гордо."

N. Ostrovsky said: "Жизнь надо прожить так, чтобы не было мучительно больно

за бесцельно прожитые годы ... "

And R. Kipling wrote about the role of а real Маn in our life too. How do you understand?

Pupils:

- I agree with the view that a Man should be noble, decent all around. Besides, we are proud of being a man. I think that values and believes of people should express only positive features of a real Man.

- In general we prefer to be a real Man but often we have a lot of bad habits: pride, envy, anger. The Bible set down the Seven Deadly Sins. However, modern sins are in fact far more deadly. Smoking, drinking alcohol, taking drugs affects the people around you and we have to think about “a real man”.

- On the one hand I’m often struck by the beauty of people’s souls and the kindness in their hearts. On the other hand more violence, more vandalism exists than it did some years ago. I’m sure young people must change the world to the best.

**7). Pupils discuss the project**:

-It gave a clear/poor explanation

-It offered some new/dull information

-It had convincing arguments for/against

**To sum up, they agree:” The project is fantastic”.**

**V. Presenting and discussing the Project “Just so stories**”.

**1). The main problem.**

Teacher: "R. Kipling works are fine examples of the moderntreatment of history- creative role of man in the world of menand beast.

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**2). Pupil 1**: We are going to present our project “Just so stories”. It was done by Tanya, Denis and Roma. So, let’s start with some historical facts. Kipling traveled a lot; he visited America and Japan, Canada and France, South Africa. But the country he loved was India. The beauty of its exotic nature, its people and animal world influenced and inspired most of his works both for children and grown-ups. During 1887-1899 he wrote several of his most popular works, which took the reading by storm. The book “Just So Stories” was written in 1902. It is a fine example of the modern treatment of history. Kipling has a profound sense of history and his history was always human, human of the common people, never of kings and aristocrats. Kipling was a new master of fiction.

His first daughter Josephine was fond of his father’s stories and she asked her father to tell them every night. She wanted the story to be told just so! That’s why many years afterwards, when the stories were published, they got this title: “Just So Stories”.

Pupil 2: As you know, the reader can easily see that there is something unusual in Kipling’s stories. His characters behave in their own way. All the animals are as different from each other as we all are. The reader of the stories will never forget their wonderful rhythm. Most sentences sound like song line. ”The great grey-green, greasy Limpopo River, all set about with fever-trees.” In his stories Kipling uses both formal and informal English – many nursery words: bunny, daddy, mixy, stripy, stickly-pickly. Kipling uses the formal words to achieve the desired humorous effect. His characters speak like grown-ups with their long words. All his stories happen in faraway lands: in the desert, on an inhabited island, among cavemen. So, they teach the children of all the times everything the tales should teach: how to behave, how to explore the world and keep save. Well, thus we come to “the meeting R. Kipling and the journalist”.

**3).They dramatize the dialogue “the journalist (A) and R. Kipling” (B):**

A. Good morning, Mr. Kipling!

B. Good morning!

A. I’m a journalist of the Russian magazine “Sovremennik”. Our magazine writes about different famous writers, poets and their works. And the next issue will be devoted to your creativity. Our readers are fond of your stories. Every month they send letters with questions about Rudyard’s Kipling stories. Your stories and tales are very popular with children and adults. As for me I’m fond of your books too. My favorite is “The Cat That Walked By Himself”. Our conversation will be about this story.

B. I am surprised my books are so popular in Russia. Besides I’m glad to hear that you are fond of reading too.

A. Do you like the story “The Cat That Walked By Himself” Why?

B. Yes. It is my daughter’s favourite story. She likes to listen to it every evening.

A. Why did you call so?

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B. Oh, it’s a very interesting question.

You know the cat is the main character of the story and it is a curious animal. It prefers freedom; it didn’t want to submit to people.

Why do you think so?

It was a very independent animal. It loved Freedom and walks by himself. Besides it didn’t want to depend on anybody.

A. Well…What is your favourite character?

B. It’s difficult to say for me…

A. Why?

B. I think all characters are particles of me, they are different and beloved. What is your favourite hero?

A. Thank you for the question. It seems to me the woman is the maim hero because she is very clever and cunning. That’s why she could tame wild animals, but she didn’t tame the cat. I think the Cat was more cunning…

B. It is very pleasant for me that you like the woman. I tried to show her wise and a little cunning.

A. Thank you very much for our conversation. I have known some new facts. I hope to meet you again, our readers wish you success. Good-bye, Mr. Kipling.

B. Good-by.

Pupil: Thank you for your attention. If you have any questions we’ll be happy to answer.

Group: Where have you taken the material?

**Pupil 3: “The Cat That Walked By Himself” is very popular. We really enjoy reading the story. I’m extremely interested in the history of our society. Now you can see the episode of it by DVD.**

**4). Teacher: Now let’s discuss the main problem:**

Gr. 1: As far as we are aware this tale gives us the interpretation of the development of mankind.

Gr. 2: We consider Kipling had а profound sense of history; his history was always human, human of the commonреорlе, never of kings and aristocrats.

Gr.3: In our opinion we can see the creative role of man among beasts.

**5). Teacher: You know this tale, so tell me the result of the following actions according to the tale:**

- The woman did the First Singing Magic in the world.

Gr.1: The First Friend was а dog.

She made а Magic. She made the Second Singing Magic in the world.

Gr.2: Wild Horse becаmе the First Servant.

Teacher: The dog was wild the horse was wild.

Gr. 3: But the wildest of а11 the wild animals was the cat...

**6). Teacher: Now you we’ll listen to the extract of the story and express your opinion and try to compare with modern life.**

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“Of course the man was wild too. Не was dreadfully wild. He didn’t even begin to be tame till he metthe Woman, and she told him that she did not like living in his wild ways. She picked out a nice dry Cave…”

Gr.1: According to the text the woman organized her cave in proper way. It was cozy and nice. In our Life women keep the household and men work about the house only on the 8th of March.

Gr.2: As for us we enjoy the following “Wipe your feet, dear, when you come in, and now we’ll keep house”. You know our mothers often say “wipe your feet”. Some men are not tidy. These words are often used by women today too.

Gr.3: We like the word “dreadfully wild”. It is wonderful to discover the role of women in the development of the mankind. Women tame men all the time, they are not so strong as men but it seems to us women are wiser than men sometimes.

**7). Pupils discuss the project:**

-It gave a clear/poor explanation;

-It offered some new/dull information;

-It had convincing arguments for/against.

**They suggest: “The project gives clear information”.**

**VI. Analyze the main problem.**

**1) Teacher:** As Somerset Maugham wrote: "Не not only created characters, he created mеn.

Rudyard Kipling was the first to blaze the trail through new-found country, and по оnе has made if more exciting, по оnе has presented it so vividly and with such а wealth of colour. Не had, like every writer, his short-comings, but he remains notwithstanding the best short story writer that England саn boast оf.”

What is your opinion of R. Kipling as а writer?

**Pupil 1:** I think R. Kipling achieved great popularity among adults and children as well as recognition by prominent writers such as Oscar Wild, Somerset Maugham, Bertolt Brecht and many others. I’m interested in reading tales and watching cartoons.

**Pupil 2:** To my mind the charm of his stories lies in the exciting plots, the variety of characters, the vigour of narration. He not only discovered fresh scenes and fresh subject matter, he explored new territories and established the “true romance“of everything up and down the world. R. Kipling is a great writer.

**Pupil 3**: In my opinion R. Kipling is a talented story-teller. Besides the lines of his verse can communicate the rapid beating of the heart, the sound of galloping horses’ hoofs the tramp of marching soldiers. He was the first Englishman to whom the Nobel Prize was awarded.

**VII. The results of the lesson**.

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**1). Teacher**: I think the lesson is great and you are the best today. What do you think of our work?

**2).Pupils:**

- We’ve extended our knowledge, actively have worked. It was fantastic!

-we’ve discussed the most important problems. It was great!

-we’ve enjoyed the projects. It was super!

3). Pupils and the teacher choose:

- “THE BEST TEAM” – Group 2;

-“THE BEST PROJECT” – “Just So Stories”.

**4).The teacher gives marks and homework:**

Teacher: We’ve discussed the main works by R. Kipling. So your homework is to write the essay by the topic "**Не not only created** **characters, he created mеn.”**

5). Teacher: Thank you for your work. The lesson is over. Good Bye!